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ABSTRACT

Audiovisual, or mass media education can play a significant role in children's social, emotional, cognitive, sensory, motor, and creative development. It includes all school activities which teach children to interact with The field includes all school activities which teach children to interact with visualize ideas. Students can be involved in designing slides, engaging in activities which require viewing and listening, discussing photographs, creating radio shows, discussing television programs, learning darkroom techniques, using audio tapes, comparing newspapers, and compiling photograph albums. Activities can focus either on a child's own creations or on those constructed by others. Three aspects of audiovisual education are design, expression, and communication. Objectives include: (1) gaining insight into the language of images and sound; (2) acquiring knowledge about how the mass media is used for communication; (3) learning to expressively use audiovisual media; and (4) acquiring the ability to use audiovisual methods and equipment. Suggested classroom activities for specific age groups are explained in the text and listed by age groups in three appendices. Appendix four illustrates how to analyze a photograph. (JHP)

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Audiovisual education in primary schools

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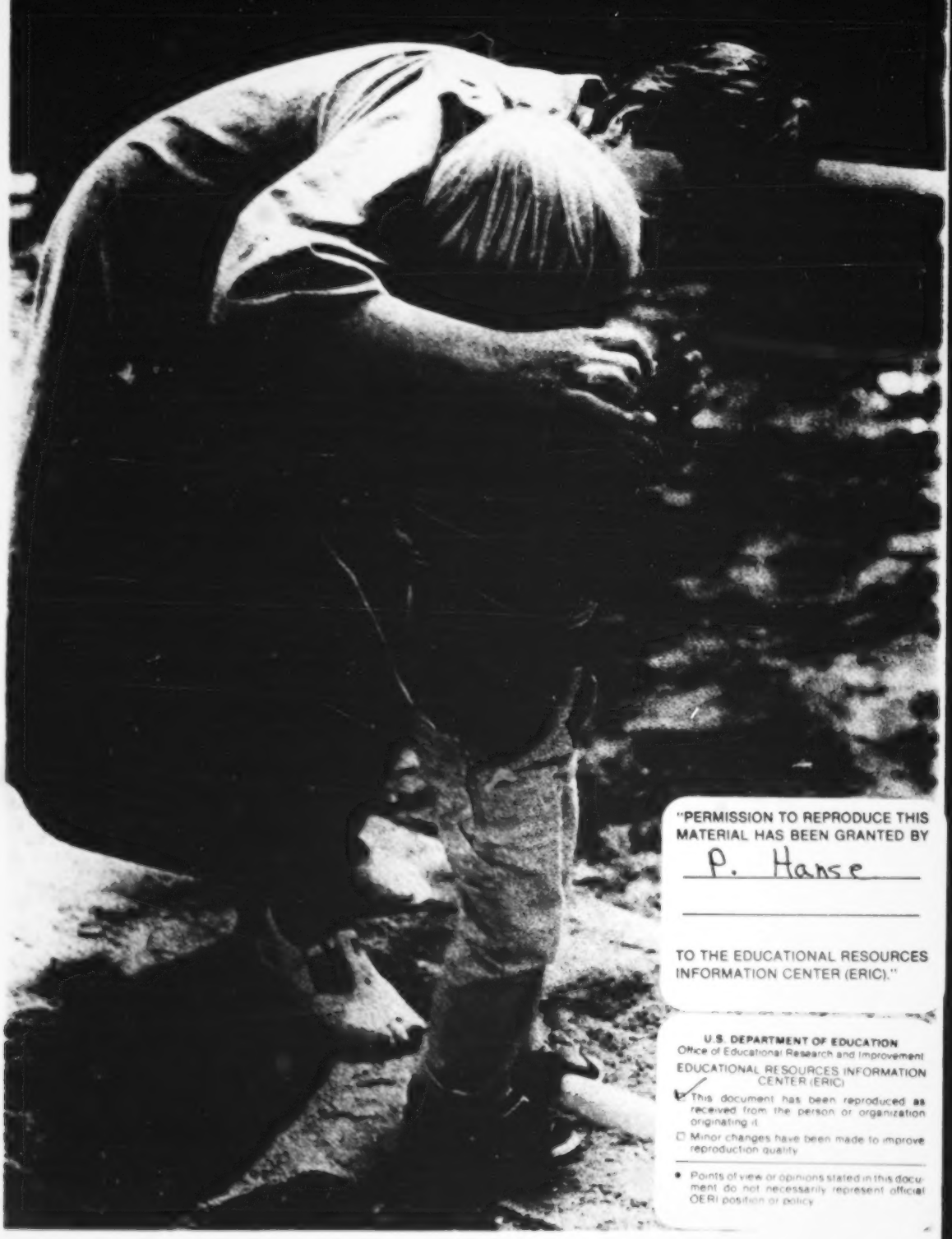

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a curriculum project in the Netherlands

Jan W. Ketzer

SO 018 371

National Institute for Curriculum Development

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An ABSTRACT to

AUDIOVISUAL EDUCATION in PRIMARY SCHOOLS

a curriculum project in the Netherlands(EU)

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staff member for audiovisual education at
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AUDIOVISUAL EDUCATION can be seen as a reaction. A reaction of the enseignement with the penetrative information of the MASS MEDIA.(in other countries it is called:MASS MEDIA EDUCATION)

Since 1978 the National Institute for Curriculum Development (SLO) is working on a project AUDIOVISUAL EDUCATION in coöperation with two primary schools and the National Institute for the support of Art Education (LOKV).
The project made it's object to work out of the aims of audiovisual education in the primary school (4 - 12 age), to lay down the purport of audiovisual education, to make researches into the relationship AV-education - Mass media education and to make a curriculum.
In the project Audiovisual Education in primary school is aimed at:

- getting an insight into the language of image and sounds
- acquiring information and an insight into the meaning of massmedia in order to learn how they are used for communication
- using audiovisual means as a form of expression
- using audiovisual equipment in education

The conclusions of the project:

- In the first years of the primary school (4-6 aged) children are confrontated with products of image and sound and of the massmedia. They talk about these products and play with them
- In the middle classes (7-9 aged) the children will have to learn how to present information to give sounds meaning when combined with images and to understand the extent to which the language of image and sound depends on conventions and regularities
- In the last classes (10-12 aged) the children will have to learn the relationship of audiovisual education to the use of audiovisual media in society and to develop a conscious and critical attitude towards the way in which the media convey information to the public.

In this paper are described the main lines of the results of the project.

Enschede,mei 1987

AUDIOVISUAL EDUCATION IN PRIMARY SCHOOLS

Jan W. Ketzer, staff member for audiovisual education at the National Institute for Curriculum Development, Enschede, the Netherlands

Introduction

"I put my hands in front of my eyes when I saw those poor little children from Ethiopia on the news."
"They're so exciting, those Knight Rider episodes."
"Reading a newspaper is very hard for me, I'm glad there's a children's supplement once a week."
"Teacher, Ernie's written a wonderful story!"

In primary schools, one can hear pupils say things like this every day. Sometimes teachers respond to these remarks, often, however, they go unnoticed. There is a tension between the deluge of information reaching children through radio, television, newspapers and other forms of mass media, and the limited attention devoted to such matters at school. Nevertheless, the desire to constantly zero in on current developments in our culture is almost second nature to teachers. It is therefore no wonder that teachers have searched for ways to offer a "response" in education to the increasing confrontation of children with the penetrating information of the mass media.

One of these responses is audiovisual education: an answer developed in the field to put a stop to further neglect of information control. In their exposition "A view on audiovisual education", the SLO staff members working on the curriculum development project "Audiovisual Education in Primary Schools" have the following to say on this point:

"Image and sound are central concepts to audiovisual education. In itself this is no surprise, since both these elements are contained in the name. It is much harder to

describe what the "educational" aspect is. What is audiovisual education all about? In our modern information society, we make frequent use of images and sounds. Think of the audiovisual messages that radio and TV programme makers wish to convey to us: of the glossy magazines, of newspapers, photographs, posters, leaflets and the like, which all want to tell us something. The "language" these messages are written in is quite different from the one we use for communication from person to person. It is a language with a meaning and a structure all its own. The message you see is not always the message that is to be understood. The message you hear is gift-wrapped and illustrated to make you listen in a different way. You look at and listen to the messages the way the maker wants you to. He has prepared them with the greatest care. By offering audiovisual education in schools, we wish to teach children to understand the language of images and sounds. We wish to help children cope in a world in which the growing use of audiovisual media increasingly demands our attention. Learning the language of images and sounds involves not only looking and listening, but also requires practising with the language yourself."

It would be beyond the scope of this article to describe the developments in education in response to these reactions. Such matters are discussed in the SLO publication "Wat krijgen ze op de basisschool" (What are they taught at primary school) and in articles in the journal "Optiek".

Opinions and ideas on audiovisual education vary widely. Some speak of learning to deal with audiovisual forms of communication, others promote the use of audiovisual means to train perception and enhance the faculty of expression, a third concentrates on the development of the language of images and sounds. This article will not go into these matters, but to give some direction to thought on audiovisual education, the following should suffice:

All school activities intended to teach children to deal with audiovisual productions, to give them insight into the effects of the mass media, to teach them to make audiovisual productions themselves and to be able to use them to visualize ideas, are to be ranged under the term "audiovisual education".

To prevent misunderstanding, it should be emphasized that the use of a film, slide series etc. in a certain subject field is not an aspect of audiovisual education but of educational technology. Showing a film about the Rhine usually serves only to realize a subject objective of geography or world orientation. The main intention of this article is to shed some light on the practical side of audiovisual education, to give teachers an idea of what can be done in the classroom and how children can become involved in this subject field. At the same time, a survey is given of the main trends, to enable teachers to make a well-founded choice which is in line with the educational outlook of the school. As an example, a description is given of the work done within the framework of the project "Audiovisual Education in Primary Schools" in Zaandam, the Netherlands. The article is concluded with an overview of practical sources available to teachers to help them in fleshing out their ideas.

There are plenty of examples of activities initiated at primary schools by enthusiastic teachers in the field of audiovisual education. Many teachers are hobbyists in this field: amateur photographers, audio freaks or film fanatics. It goes almost without saying that they give lessons with a personal touch, which are often discontinued if the relevant teacher leaves the school. Only few have succeeded in launching school-wide activities in audiovisual education. Often assistance is offered by an educational guidance centre or an art school with the necessary know-how. To give a general impression, a brief description follows below of a number of activities undertaken by primary school pupils in

the field of audiovisual education.

1. *Children make a photo collage*

Once a theme has been chosen, for example, winter, the country, holidays, the children collect pictures from photo magazines, newspapers or other magazines which they consider relevant to the theme. Either individually or in groups, the pictures are subsequently pasted onto a sheet, so that a total impression of the theme is given.

2. *Children draw slides*

The children learn that a story is made up of several parts in which the main points can be indicated. They are given the assignment to show a story on a number of slides. The children draw with a pen or with coloured markers on slide-sized sheets of white transparent paper (example 1). This can also be done on glass slides or overhead sheets.

3. *Children work in the look-and-listen corner*

In order to offer the children every oppertunity to engage in audiovisual activities, the kindergarten classroom has been equipped with a look-and-listen corner, like the other corners with a fixed function, such as the reading corner, the building corner or the doll corner. In the look-and-listen corner, games are to be found: photo puzzles, photo lotto, photo memory. Children can also look at picture books, and a cassette tape telling a story can be listened to simultaneously. Sometimes slides and a viewer are also available.

4. *Children discuss photographs*

Two days before the lesson, children are asked to bring photographs along from home. By asking questions, the teacher tries to make the children aware of the fact that a photograph gives information about the time, place and intention of the person who took the picture.

5. *Children make a radio play.*

A history lesson about the fall of Johan van Oldebarnevelt is adapted into a radio play. The class is divided into three groups, each of which makes a play on the theme and records it on a cassette tape.

6. *Children discuss a TV programme*

The children agree to watch the programme "Knight Rider". The teacher also records the episode on video, so that certain parts can be played again. During the discussion, questions are asked, such as "is it exciting?", "Who can tell why?", "How is the plot built up?", "Did this really happen or is it make-believe?", "Could we think up a story like that?".

7. *Children learn darkroom techniques*

Children learn to print and mount photographs, so that at a later stage they will be able to process independently the pictures taken for certain projects. For the time being, the teacher develops the films: either he does this himself or has it done by a photofinishing laboratory, a parent or a photographer.

8. *Children make an interview*

To find out how the post works, a project has been launched about "the Pony Express". Part of this project is an interview with the postmaster. A group of children is delegated as representatives of the class, and visits him with a cassette recorder. They collect and group the questions. The appointment with the postmaster is made by telephone and confirmed by the children by letter.

9. *Children compare several newspapers*

To become aware of the fact that newspapers make choices in printing the news, the children compare several papers. These vary in distribution (regional or national) and in background (socialist, conservative or religious).

10. *Children make a photo album*

The children agree to make a photo album about the school for the kindergarten pupils who until now have been housed in a separate building. When the album is ready (pictures pasted on cardboard and provided with captions) it is sent to the kindergarten. After the kindergarten teacher has gone through the album with the pupils, it is given a place in the look-and-listen corner.

Characteristics and aspects of audiovisual education

In the examples of audiovisual activities sketched above, two groups can be distinguished. In one group, something is made, the activity results in a product, such as a photo collage, drawn slides, a radio play, pictures in the darkroom, an interview and a photo album (*productive*). The other group of activities is more contemplative, the product is discussed: talking about pictures and a TV programme, comparing newspapers. The children develop skills in viewing audiovisual products critically, understanding them, recognizing their intentions and valuing them properly. Activities may focus on one's own products or those made by others (*reflective*).

Besides these two basic characteristics, there are three aspects to audiovisual education: *design, expression and communication*.

The *design* aspect involves the ability to give shape to visual reality by means of audiovisual equipment. This is an active process which depends on technical skills and the mode of perception. The design aspect finds its source in the *craft*, working with one's hands. An example of this is learning darkroom techniques.

The *expression* aspect appeals to the children's ability to attach a certain meaning to audiovisual products and to express impressions, feelings, ideas audiovisually.

This is expression in its purest sense: impression as the basis of expression. Expression is essential to childrens' personal development. It enhances the sensitivity of people's "antennas". Particularly children often react spontaneously to products of others, and they can easily give audiovisual shape to their impressions of these products. See examples 1 and 2: making a photo collage and drawing a story on slides.

Expression can also be seen as enabling children to portray their ideas and experiences in relation to awakening social consciousness and changes in their present living situation. This is the essence of the third aspect: *communication*. This aspect is of an explicitly social nature. It involves processes of establishing contact with others and learning to understand what other people express. This aspect calls for insight into communication processes, into standards and values and into the field of tension between the individual and the community. In the light of this interpretation of the concept of expression, an interest in the mass media is understandable: children should be taught to cope with the information of the mass media. Examples of mass media education are 6, discussing a TV programme, and 9, comparing various newspapers. In the productive sense: 8, making an interview and 10, compiling a photo album.

A leitmotiv throughout all these aspects is the language of images and sounds. This language is necessary for design, communication and expression. Like other languages, the language of images and sounds is a system of signs whose meanings have been determined by general agreement. In the examples outlined earlier on, the main object of work in the look-and-listen corner is to introduce children to the language of images and sounds. Example 4 - children discuss pictures - focuses on elements in images, a specific part of the language of images and sounds. For clarity's sake, it is emphasized that the language of images and sounds is an

umbrella term, comprising isolated elements of images and sounds as well as the link between image and sound.

Starting from these ten examples from classroom practice, audiovsiual education has been subjected to some classification, which makes it possible to formulate objectives based on the outlook of the school.

Objectives of audiovisual education

On the basis of the above, the following general objectives can be formulated:

Audiovisual education in primary schools is aimed at:
- gaining insight into the language of images and sounds;
- acquiring knowledge and insight with regard to the significance of the mass media and the way they are used for communication;
- learning to use audiovisual media expressively;
- learning to use audiovisual methods and to work with audiovisual equipment.

The ordering of the objectives is based on the framework given in "Wat krijgen ze op de basisschoo?" (What are they taught in primary school?), the SLO document explaining the goals and content of primary education in the school curriculum. Audiovisual education is classified under the heading *arts and design*. For the sake of clarity, the examples used earlier on have been fitted into the framework (diagram 1).

Diagram 1

Reflective	Productive
Impression Audiovisual education aims at helping children develop an open attitude towards audiovisual impressions *3. Children work in the look- and listen corner*	Expression Audiovisual education aims at teaching children to use audio-visual media expressively *1. Children make a photo collage* *2. Children draw slides*
Communication Audiovisual education aims at offering children knowledge of and insight into communication by means of images and sounds, and how this functions in the mass media. *4. Children discuss pictures.*	Communication Audiovisual education aims at introducing children to the possibilities of portraying experiences and conveying messages with images and sounds. *5. Children make a radio play* *8. Children make an interview* *10. Children make a photo album*
Interpretation Audiovisual education aims at helping children to look at, discuss, understand and appreciate audiovisual designs so that they can form an opinion of their own. *6. Children discuss TV programme* *7. Children compare newspapers*	Design Audiovisual education aims at teaching children to use audio-visual methods and operate simple equipment. *7. Children learn darkroom techniques*

If a school thinks it important for children to be able to take advantage of the possibilites of images and sounds inquiringly, exploratively and experimentally, for example by making photo collages, drawing slides or making sound recordings, the focus of attention will be on audiovisual

expression. A school which considers it important for children to enjoy worthwhile leisure activities will focus on design, for example learning darkroom techniques, shooting and cutting 8 mm films and making slide series with sound.

As an example of a more detailed implementation, we will give a brief sketch of the Project for Audiovisual Education in Primary Schools undertaken by the SLO and the LOKV (National Institute for Support of Arts Education) at two primary schools in Zaandam, the Netherlands, where the communicative approach was chosen.

The Project for Audiovisual Education in Primary Schools

Since 1978, the National Institute for Curriculum Development (SLO) and the National Institute for Support of Arts Education (LOKV) have been working together with the Dr. Albert Schweitzer School and the Hannie Schaft School on the Project for Audiovisual Education in Primary Schools. The Educational Guidance Centre for Zaanstreek (SCOZ) has offered intensive support. The teachers are mostly the ones to design and implement lessons in audiovisual education. After these lessons are given, they are discussed and analysed. The separate lessons fit into larger wholes. They include lessons in handling equipment (using the cassette recorder), lessons given as part of the language of images and sounds (exploring the content of images: What do you see? What are they wearing? In what surroundings? What is the expression on their faces like?), or as a working method. The latter is to be understood as the interaction between teacher and pupil resulting from using or making audiovisual products, for instance compiling a photo album, watching and discussing a TV programme.

The main arguments of the Hannie Schaft School and the Albert Schweizer School for embarking on audiovisual education are to be found in their school curriculum, in

which their outlook on education is described. For both teams, the goal of education is to help children become aware and critical human beings, who feel actively responsible for their society. In addition, they wish to take account of the individual and of the fact that people can fully experience their consciousness in social relationships. It is the task of education to bring children in contact with their surroundings, so that they can get to know them and learn to respond to them in their own personal way. Getting to know one's surroundings is not to be understood as a purely intellectual activity, but also as a creative and social one. This knowing is an exploring rather than a collecting of miscellaneous information which may be of use to the children. In exploring one's surroundings, the skills acquired in lessons in audiovisual education play an important role both in the present and in the future. Not only do the children get to know their surroundings from books, they can also bring their surroundings into school through images and sounds. Thanks to audiovisual education, the children can work actively and creatively at their personal development and their identity in the world of today. With this in mind, audiovisual education can be defined as follows:

Audiovisual education is the whole of educational activities aimed at granting insight into communication processes in society in which images, sound or both are used.

On the basis of the experiences of the teachers of the abovementioned schools, we will sketch a few possible classroom activities in audiovisual education. The schools work with three age groups:

- the lower grades (4 to 6-year-olds)
- the middle grades (6 to 9-year-olds)
- the upper grades (9 to 12-year-olds).

The lower grades (4 to 6-year-olds)

Almost daily, young children are confronted with mass media products: TV programmes, radio broadcasts, advertisements, posters, photographs, etc. They are immersed in a stream of talking bears, fires, strange faces, tensions, toy commercials, Santa Claus, the Prime Minister. This observation, and the idea that kindergarten teaching should respond to the children's experiences, needs and interests form the basis of audiovisual activities. Also inherent in this approach is the school's outlook on the development of the individual: a person developing in relation to his surroundings, a process in which both child and educator play an active role. It is an outlook in which the main achievements of kindergarten teaching (responding to the child, attention for the individual child, learning through discovery and experience, promoting independence, creating open learning situations, emphasis on play, involvement of parents and flexible organization) can be brought together naturally. In their broadest sense, terms like "responding" and "learning" are interpreted as "stimulating" and "developing towards a next phase". It is an outlook offering plenty of scope for audiovisual education.

The programme for the lower grades has been developed for the following four fields:

1. *The language of images and sounds*
   How do young children experience photographs?
   What do pictures tell?
   What are you listening to?
   What do you hear now?

2. *Mass media education*
   Talking about television programmes together.
   Watching programmes together.
   Was that on your television too?

Are all programmes the same?

3. *Handling equipment*
   How to use a slide viewer.
   Recording and reproducing sound.
   Taking pictures oneself.

4. *AV-methods in other fields of development*
   Classifying photographs.
   Making a foto puzzle.
   Listening comprehension exercises.

This has resulted in the design of a lesson plan, in which the interrelationships between the various fields becomes clear (see appendix 1).

In order to give the children every opppertunity to explore the possibilities of audiovisual techniques on their own, the kindergarten classes include a *look-and-listen corner*, alongside the already existing corners such as the building corner and the doll corner. For this purpose, the reading corner has been extended, since the children are already accustomed to working quietly by themselves in this corner. In addition, the furniture in the reading corner is suitable for audiovisual activities. The material available in the look-and-listen corner is intended to allow the children to work with images and sounds as they play. Most of this material has been made and compiled by the teachers. Often, material has been modelled on existing material. To make the material easily recognizable, an example has been attached to the lids of the storage boxes. The following material is available in the look-and-listen corner:

The photomat (example 3)
A sheet of paper has been pasted with photographs of objects in the classroom: a cup, a book, a paste jar, etc. The real objects are placed on the sheet next to the pictures. The "photomat" is introduced as individual working material in

lesson 1, and is then given a permanent place in the look-and-listen corner. The aim of the lesson and therefore also of the material is that the children learn that an object can be registered by means of a photograph.

A photo and drawing classification game (example 4)

The game consists of 10 photographs and 10 drawings of objects in the classroom. The photos and drawings are stored in two separate boxes, one of which has a photograph of a camera on its lid, the other a photo of a pencil and paper. The photos and drawings are taken out of the boxes and shuffled. Then they are placed in a row below the box they belong in. The photograph and the drawing of the same object are placed next to one another. The object of this game is that the children learn that an object can be registered in different ways, either by means of a photograph or with a drawing, and that in each case different "tools" are involved. The group instruction material from lessons 1 and 2 is thus used as an individual classification game.

A photo and drawing classification game on the flannel board (example 5)

The game consists of a great number of cards with photos and drawings pasted to them. The game also includes two large cards with on a. a photographer, and on b. someone drawing. The backs of all cards are covered with flannel. On the flannel board, the photographs and drawings are arranged under the appropriate large card. This flannel board material has been used in the individual work in lesson 3. This lesson is intended to teach children that both pictures and photographs are made by people, and that images can be multiplied. Learning to distinguish printed pictures and printed drawings is also part of the lesson. The game is especially useful for the latter objective.

The imitation camera

A picture of a Polaroid camera has been cut out and pasted to cardboard by the teacher, who cuts a hole in it

to serve as a viewfinder. With this imitation camera, the children can learn as they play.

The middle grades (6 to 9-year-olds)

In the middle grades, the children learn certain aspects of the language of images and sounds at their own level, and an attempt is made to increase their insight into the functioning of the mass media in society. Moreover, the children learn simple techniques and skills to express themselves audiovisually. The idea is to gradually increase the number of assignments with a communicative aspect. The children are awakened to the fact that television does something to you by giving watching assignments and by discussing TV, newspapers and radio. The middle grade programme links up with the activities of the lower grades, but the emphasis shifts to a more conscious insight into communicative use. Appendix 2 makes clear how this has been approached in both schools.

For each lesson in the middle grades, lesson cards have been developed for individual use, by means of which the children are again confronted with the lesson topic. Appendix 4 gives an idea of the structure of this set of cards.

The upper grades (9 to 12-year-olds)

Development work for the upper grades has now been completed. A choice was made in favour of a series of activities concerning the mass media, particularly newspapers and television. The basic assumption underlying these activities is that the lessons should focus on formal elements (for example the layout of a newspaper, the place of a report, the relation between photographs and text, the types and functions of television programmes) as well as on elements of content (for example the selection of information, the valuation of reports, the discovery of structures and codes in television programmes). Both

elements are reflected in the structure of the programme. The relation between mass media education and the language of images and sounds is a second factor motivating the choice of topics and the structure of the lessons. To give an example, a newspaper photograph has been chosen not only on the basis of how it functions in its place in the newspaper, but also on the basis of the picture's meaning in relation to the caption. Another example is the relation between image and sound in a television programme. Appendix 3 gives a survey of the activities of the upper grades, taken from the partial school curriculum completed in October 1984.

In conclusion

It would be impossible to describe every aspect of audiovisual education in primary schools within the scope of this article. Still, this subject field is demanding increasing attention due to publications, discussions with educational guidance counsellors, the continuing stream of audiovisual information and the consequent need for explanation, discussion and education for children. In this epilogue we will therefore confine ourselves to explaining the relation between audiovisual education and the integral objectives of primary education, since these objectives have to a large extent determined the content of primary education lately. The term "integral" refers to objectives that are not or cannot be ranged under a particular school subject, and which need not be achieved at a clearly specified point in time, but must be attained via all subjects by the end of primary school. In the document "Wat krijgen ze op de basisschool?" (What are they taught in primary school?), the integral objectives of primary education are classified in four fields of development:

a. social and emotional development
b. cognitive development
c. sensory and motor development
d. creative development.

These fields of development are in fact "pegs" which new content is to be hung up on. The central points in this development are the acquisition of knowledge, insight, skills and attitudes. Audiovisual education also contributes to the realization of these integral objectives, since it not only conveys knowledge, but also grants insight and stimulates certain skills and attitudes. Below a brief survey is given of the contribution of this subject field.

a. Social and emotional development

Social and emotional development involves children's attitudes, feelings and skills. These are essential to the child's general development. Social or emotional problems can often lead to disturbances or blockages in other fields of development. Social and emotional development involves:

1. learning to cope with one's own feelings and emotions and those of others; developing self-confidence;
2. learning a number of social skills necessary for working and playing with others.

Audiovisual education works towards the social and emotional development of children by giving them the oppertunity to express and assimilate their feelings, experiences, observations and imagination by audiovisual means. At the same time, they learn to understand what others express.

b. Cognitive development

Cognitive development involves the acquisition and application of knowledge. Knowledge is acquired by processing information which reaches us through our senses. In this processing of information, three aspects are generally distinguished: observing, understanding and remembering. The acquisition of knowledge is an important aspect of human development, which makes it possible for one to function as a human being: one can give meaning to the world around one; one can communicate with others; one can act and hold one s own in the world.

Audiovisual education also contributes to the cognitive

development of children. Children are taught to analyse and order their own observations. Audiovisual education gives children tools for interpreting reality. Experiences can be categorized in a mental ordering process. A rational structure is imposed on the children's observations. Audiovisual education also confronts children with challenging problems for which there are no standard solutions. It stimulates them to devise divergent problem-solving methods and constantly faces them with choices.

c. Sensory and motor development

By means of games, exploration, movement and use of development material, a great deal of attention in education is devoted to the development of the motor system and the senses. This is only right, since it is widely known that the sensory and motor development of children is closely related to their cognitive and social and emotional development. The nature and possibilities of audiovisual working methods invite children to gain experience and explore. This makes it possible to work at the development of the senses, particularly sight and hearing. However, this is not a starting point for audiovisual education. The resources used here are of a strongly motivating nature.

d. Creative development

Creativity goes beyond the artistic, and plays an important role in various fields. It involves the ability to apply, break and find rules, and think of solutions in as many situations as possible. It is a mode of behaviour characteristic of man: daring to depart from the trodden path, finding solutions, but also the ability to ask questions. The relation to what is called "learning through inquiry" is obvious. Creativity is not so much a matter of pure factual knowledge as a process in which one makes use of means one has found oneself. Being a young subject field, audiovisual education is not bogged down with cliche problem-solving methods and traditional subject matter.

Audiovisual education appeals to children's inventiveness, willingness to explore, and creativity in finding authentic solutions.

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Audiovisuele vorming
Audiovisual education

APPENDIX 1

*** lower grades (4 to 6-year-olds)**

Mass media education	Language of images and sounds	Handling equipment	AV working methods
Talking and working on the basis of TV programmes watched at home or at school	1. The relation between image and reality 2. the image as a product, multi-plication of images 3. the relation between image and maker 4. the relation between image and reality: taking pictures implies choosing	1. taking photos, pressing shutter release	1. placing the right object next to the photograph 2. finding and ordering corresponding images 3. categorizing photos and drawings 4. a. looking through the viewfinder b. playing with cards
	5. the informational value of the image using one's own photograph		5. telling with photos one has made oneself
	6. the informational value of the image using photos of others Images and sounds:		6. telling with photos of others Pupils' activities

Mass media education	Language of images and sounds	Handling equipment	AV working methods
	7. the relation between image and text		7. finding the right images to fit a spoken text
		2. inserting, playing, stopping, rewinding, and storing cassettes	
	8. the relation between registered sound and reality	3. taping sound	8. finding the right picture to match a taped voice
	9. registered sound as a product		9. registering sounds
	10. the informational value of sound		10. telling with sounds one has taped oneself
	11. the informational value of a series of images (drawn comic strips)		11. putting elements of a comic strip in logical order
	12. the series of images as a product (picture books)		12. making picture books using cartoon stories
	13. the series of images as a product (cartoons)		

Mass media education	Language of images and sounds	Handling equipment	AV working methods
	14. the informational value of a series of images (photo and slide stories		13. putting photos and slides forming a story in logical order
		4. taking pictures, pressing shutter release, choosing angle	14. looking at and telling about the photo story made by the children

APPENDIX 2

*** middle grades (6 to 9-year-olds)**

Mass media education	Language of images and sounds	Handling equipment	AV working methods
1.		taking pictures (slide)	make a slide with informational value
2.	A. the informational value of the B. image, particularly the significance- C. bearing elements		
3.		A. darkroom B. techniques C.	A. making B. a photo C. for a photo album
4.	the informational value of text with images, series of images and a mass media product		
5.		A. cassette B. recorder	C. making a photo album
6.	A. the informational B. value of sound C.		
7.			C. recording a tape to go with the photo album
8.	the informational value of a series of images		
9.	the informational value of a TV programme		

Relation between AV product and reality

Mass media education	Language of images and sounds	Handling equipment	AV working methods
10.	the relation between image and reality		
11.	the relation between the series of images and reality	C. darkroom techniques	
12.	registered sound and reality		
13.	the relation between a TV programme and reality		

Relation between AV product and its maker

Mass media education	Language of images and sounds	Handling equipment	AV working methods
14.	the relation between image and maker	A. B. darkroom C. techniques	
15. relation between newspaper photo and maker			
16.	the relation between series of images and maker		
17.	the relation between registered sound and maker		
18. relation between TV programme and maker			

APPENDIX 3

*** upper grades (9 to 12-year-olds)**

First year	Second year	Third year
TV/comic strips mass media ed. - formal - communicative	Newspaper mass media ed. - formal - communicative	Magazines mass media ed. - formal - communicative
amusement function	informative function	advertising function
Language of images and sounds →	l.o.i.a.s.	l.o.i.a.s.
- frame of reference AV working method for a Dutch radio play	- the informative function of the simple image (chapters 1-6 of "Fotos groeien niet aan bomen") AV working method newspaper	- manipulation - advertising techniques AV working method photo exposition slides with sound
l.o.i.a.s.	l.o.i.a.s.	l.o.i.a.s.
- verbal sound - non-verbal sound	interviewing technique (with regard to content) (text-informational function)	relation between image and sound/text (and visa versa)

First year	Second year	Third year
technical skills making sound effects	technical skills sound registration layout of newspaper	technical skills producing text: stencils, rub-on letters, stamps - see slide series with sound
Lessons within the subject Dutch		
Narrative block 1 - in stories: characters - narrative mechanisms - being ahead/behind - effect of surprise	Narrative block 2 learning to write newspaper articles	Narrative block 3 formative value in advertising texts and stories

Tijd voor een kopje koffie

ple B: time for a cup of coffee

A.36. R

Take a good look at the photograph

Then answer the questions

- choose the right answer and finish the sentence
- write the sentence down in full
- when you are done, you can show your work to the teacher

Question 1:

Can you see what time of day the picture was taken?

O it is ....., I can tell by .....

O I can't tell, because .....

Question 2:

Can you tell whether it is spring, summer, autumn or winter?

O it is ....., I can tell by .....

O I can't tell, because .....

Question 3

Can you tell what this man does for a living?

O this man is a ....., I can tell by .....

O I can't tell, because .....

Question 4

Do you think this man is enjoying his cup of coffee?

O yes, I can tell by .....

O no, I can tell by .....

O I don't know, because .....

More ideas for lessons

To list all possible ideas for lessons would go beyond the scope of this article. For those who wish to read more on working with photographs of **audiovisual education**, we recommend the following publications:

For 4 to 6-years-olds

Hier ben ik nog klein, by Bep van Poppel, Harry Peters and Jan Ketzer. A publication of SLO/LOKV, price Dfl 7,50 no. AN 7. 371.3175.

For 7 to 9-years-olds

Fotograferen dat doe je zo!
Fotoverhalen maken
Het maken van een diageluidsserie
deel 1 de voorbereiding
deel 2 de uitwerking
Published by SLO ± Dfl 2,50.
Foto's maken by Siert van der Berg and Lies van der Horst, published by Creatief Centrum Krek, Ede and KEO-werkwinkel, Wageningen.
AV-praktijkboek voor de middenbouw by Johan de Haas, Pieter Harts, Jan Ketzer and Harry Peters. To be published by the end of 1987 by SLO/LOKV, 200 pages, price ± Dfl 60,-.
AV-werkkaarten, 75 cards for individual use, by Johan de Haas, to be published by an educational publisher by the end of 1987.

For 10 to 12-years-olds

Foto's groeien niet aan bomen, by Harry Peters, Cees Edam and Henk Smits, published by LOKV, Utrecht, price Dfl 15,-.
Soms mompelen foto's maar wat, by Marieke Middelkoop, published by SKVR, Calandstraat 5, Rotterdam, price Dfl 22,50.
AV-praktijkboek voor de bovenbouw, by Cees Edam, Janneke Tighelaar, Jan Ketzer and Harry Peters, to be published by the end of 1987 by SLO/LOKV, 200 pages, price ± Dfl 60,-.

Finally

Foto's kijken, foto's kijken (Looking at pictures)
150 photographs in three files for the lower, middle and upper grades of primary school, compiled by Jan Ketzer, published by SLO, price Dfl 67,50 order no. AN 7.371.4959.

translation: International Foundation for Education, Alkmaar
photo's: Hollandse Hoogte, Amsterdam.

For further information write to
National Institute for Curriculum Development
c/o Jan Ketzer
P.O. box 2041
7500 CA Enschede, The Netherlands

or call 053-840458 (direct dialing number) preferably on Mondays between 2 and 4.

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